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right in believing that such an acquaintance can never be obtained by the prevailing custom of studying separate texts, but by the creation of a first-class German Anthology (such as described on pp. 90 ff.). Finally, we feel sure that all teachers longing for a wholesome change from the love stories now so much used in the classroom will welcome the rich suggestions here offered for future editors. Occasional slips, as the recommendation of Schiller's *History of the Thirty Years' War* for high school reading, are doubtless due to the shortness of Dr. Bahlsten's stay among us, and can easily be rectified.

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Experimental Psychology, Instructor's Manual, Quantitative Experiments. By EDWARD BRADFORD TITCHENER. New York: The Macmillan Co., 1905. Pp. clxxi+453.

The present volume completes the series of manuals for students and teachers of experimental psychology which Professor Titchener has been at work upon for several years. The author has accomplished a most arduous and difficult task with such distinguished success as to put the coming generation of psychologists under lasting obligation to him. The standard of excellence which he has set himself has been of the highest, and his services to psychological scholarship will be recognized for many years to come. This is no common fate for a maker of textbooks.

The publication of these volumes marks a transition in the methods of teaching and studying psychology which is little less than revolutionary. Formerly all instruction upon this subject was conducted by lectures or by the use of a text which the student was expected to absorb more or less uncritically. Now the student is inspired to find out all he can for himself, and by the aid of such books as these of Professor Titchener's he is put in possession of all the most elaborate and exact methods of ascertaining psychological facts. Even where regular texts are employed, as is still under many conditions most advantageous, the emphasis is laid quite as much upon the method of getting the information and its consequent reliability as upon the facts learned.

In this transition to a more consciously empirical point of view nothing is more striking than the development of the so-called psychophysical methods for the quantitative evaluation of psychological processes. The history of all the natural sciences discloses a period in which merely qualitative analysis was attempted, after that a period of tentative and often abortive effort at explanatory classification, and finally a period during which mathematical principles were successfully applied. The sciences have become exact just in proportion to the extent to which this quantified treatment has been found applicable. The biological sciences have naturally proved more obdurate to this mode of procedure than the physico-chemical group, but many of their departments have at last yielded to patient and ingenious endeavor, and psychology itself has finally been found vulnerable. Professor Titchener's manuals constitute incidentally a luminous history of these struggles to reduce to quantified formulæ the mental relations with which the psychologist deals. The layman will hardly find these manuals practicable reading for moments of relaxation, but for those who would master the issues at stake they have no competitors, much less rivals.

JAMES R. ANGELL.

*See also the reviewer's article "Realien im neusprachlichen Unterricht," *Paedagogische Monatshefte*, Milwaukee, Wis., Jahrgang VI, Heft 7-8, p. 238.